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CO 730 Advanced Issues in Cross-Cultural Counseling

Anne Gatobu

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Syllabus

Course: CO730 W1 (SP 2009)
Title: Adv Issues/Cross-Cultural Couns
Hours: 3.00
Published: Yes, on 02/09/2009
Prerequisites:

CO601
 - or -
 PC510

Department: Counseling
Faculty: Dr. Anne Gatobu



Email: anne.gatobu@asburyseminary.edu
 Office: SH
 SPO: 798

Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday from 8:00a to 10:45a in SH408.

Maximum Registration: 30

Catalog Description: Designed to provide students with theories and techniques of providing counseling to those culturally different. Application of the theories and techniques are also taught.

Objectives:

ADVANCED ISSUES IN CROSS-CULTURAL COUNSELING CO 730

Semester: Spring 2009
 Class meeting: Tuesday 8:00 to 10:45 am

Instructor: Anne Gatobu, Ph.D. Office: Stanger Hall 4th Floor #418
 Contacts: Office hours: Mon & Wed. 9:30 -11:00 am
 Phone: 859-858-2358 or 2358 (or by appointment)
 Email: anne.gatobu@asburyseminary.edu
 Pre-requisite: PC510 or CO601

I COURSE DESCRIPTION

The purpose of this course is to help students to develop a counseling and pastoral care ministry, which will be sensitive and helpful to various cultural groups. Caring ministry, whether it be in the USA or overseas, requires a basic understanding not only of the worldviews of various Ethnic groups but also one's own possible stereotypes, which may hinder effectiveness in the caring process. This course is an attempt to integrate material scripturally, experientially, psychologically and theologically. In addition, the course will examine issues of racism, differences in religio-cultural values and world-views, verbal and non-verbal communication and other factors that effect the processes of counseling. Lectures, guest speakers, videos, role-plays, group discussions and a cross-cultural inventory (books and articles) will be used to present techniques and approaches in working in cross-cultural contexts.

II COURSE OBJECTIVES

General: To develop or enhance

(1) a knowledge and understanding of the major issues surrounding multi-cultural counseling, and

- (2) enhance the ability of the counselor to be able to see beyond the presenting problem, build rapport, and counsel effectively those of a different ethnic background.

Educational:

(1) Develop a competence in understanding how historical, sociological, familial and societal influences upon various ethnic or minority group influence their identity and therefore worldview and relations.

- (2) To understand the various prevalent theories about various ethnic groups' attitudes towards society and counseling
- (3) To gain an understanding of one's own possible prejudices or stereotypes towards certain ethnic populations and develop a plan in dealing with them
- (4) To develop a biblical framework for race relations which will in turn affect your cross-cultural counseling/ ministry.

III PERFORMANCE OBJECTIVES:

A Cognitively:

- (1) To articulate a variety of issues a counselor faces in forming a therapeutic alliance with different clients of a different ethnic origin
- (2) To appreciate different approaches that can bring about an effective counseling relationship and rapport with clients of a different ethnic background
- (3) To identify the salient features of North American majority Caucasian culture and how it varies from those around it
- (4) To understand the major subcultures within North American life
- (5) To recognize the ramifications of poverty, urban life, and racism on emotional functioning
- (6) To be able to apply effective counseling strategies with peoples from non-western worlds and,
- (7) To self evaluate on personal knowledge about cross-cultural issues and then work on those areas that require constructive self transformation.

B Affectively:

- (1) To develop a greater appreciation for cultures with different worldviews than mine.
- (2) To develop a greater appreciation concerning the struggles ethnic minorities face in living in North America
- (3) To learn about other cultures outside of North America and celebrate our commonalities and differences and know we are all one in Christ
- (4) To learn that Christ is not against culture but meets people within their culture and transforms them

IV READINGS:

Required

1. Pedersen, Paul et al. Counseling Across Cultures. California: Sage Publications, 2001
2. Sue and Sue, Counseling the Culturally Diverse New York: John Wiley & Sons, 2002.
3. Mucherera, Tapiwa N. Pastoral Care From a Third World Perspective: A Pastoral Theology of Care from an Urban Contemporary Shona in Zimbabwe New York: Peter Lang, 2001

Recommended.

- Augsburger, David, Pastoral Counseling Across Cultures Philadelphia: Westminster Press, 1986
- Boyd-Franklin N., Black Families in Therapy: A multisystems approach. New York: The Guilford Press, 1989.
- Dwairy, Marwan Adeeb, Cross-cultural Counseling: the Arab-Palestinian case, New York: Haworth Press, 1998
- Fukuyama, M., & Sevig Todd D., Integrating Spirituality into Multicultural Counseling. London: Thousand Oaks, 1999.
- Ivey Allen, et al. Counseling & Psychotherapy: A multicultural perspective
- McGoldrick, Monica et al. (Eds) Ethnicity and family Therapy New York: The Guilford Press, 1996.

Pederson Paul and Ivey Allen Culture-Centered Counseling & Interviewing Skills

van Beek, Aart M., Cross-cultural Counseling (Creative Pastoral Care and Counseling series), Minneapolis: Fortress Press, 1996.

Further Readings

Atkinson, D. R., Counseling American Minorities. Iowa: Wm. C. Brown Publishers, 1989.

Sue Wind Derald, Multicultural Counseling competencies: Individual & Organizational Development

Wicks R, Pastoral Counseling in the Global Church: Voices from the field. New York: Orbis Books Maryknoll, 1993.

Journals:

The following journals contain articles that address cross-cultural issues in counseling and will be useful for finding articles for further reading and research assignments. Most of the articles are accessible through (EBSCO CD-ROM) on the Asbury Theological Seminary library computers.

Adolescence
Counseling and Values
Counseling Psychology
Counselling Psychology Quarterly
Cross Currents
Family Journal
Family Relations
Interpretation: A Journal of Bible and Theology
Journal of American Indian Education
Journal of Black Psychology
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Cross-cultural Psychology
Journal of Marital and Family Therapy
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Journal of Multicultural Social work
Multicultural Teaching
Pastoral Psychology
Women and Therapy

V COURSE ASSIGNMENTS

1. Experiential (30 points):

Students will seek to develop a relationship over the whole semester with someone from another culture (e.g. International persons or students at Seminary. Another option is to choose your practicum setting if it is with a cross-cultural population). The main objective of engaging in the cross-cultural experience is to accord an experiential opportunity for theoretical material being discussed in class. You will also be expected to draw from your experiences in writing the three reflection papers traversed throughout the semester. Each paper will be no more than 2 double spaced pages and is worth 10 points. Due dates: **February 24th; March 24th & April 21st**

2. Book & Chapter summaries: (30 points)

a) Chapter summary (10 points): You are to hand in 1 summary reflection and response (2 pages -double spaced) of a chapter that meaningfully spoke to you from the assigned chapters in Sue & Sue. **The chapter summary is due the day your choice of chapter is assigned in class.**

b) Book summary (20 points): (You are also to submit 1 book-summary and reaction (*double spaced 5 pages*) of Mucherera's book; **This summary reflection is due April 7th 2009;**

On all the summary reflections you will be graded according to the following criteria:

- A good summary showing you read the material,
- Interactions with the material, comments on what was helpful and not helpful and why?

3. Role Plays & group Presentation: 80 points (Due on April 14th; 21st; 28th; May 5th & May 12th respectively). The class will be divided into 4 -5 groups depending on the size of the class. The group will identify a family or an ethnic minority person(s), (same ethnic origins) from a cultural background with which the students in the group are not familiar. (If there is an ethnic minority in your group you cannot study that particular individual's culture). In this class, we are studying cultures that are Indigenous or those of ethnic minorities (which excludes all Caucasian, Western or Euro cultures). The students should seek to be learners, especially in regards to *family structures, traditions*; and *worldviews* which would impact the counseling process. **Full presentation will be in two parts as outlined below:**

a) Group Research Presentation on a particular Ethnic minority group. (40 points)

As a group you will have **30 minutes** to present your findings based on *research and/or interviews* about: the *ethnic groups' history in brief, experiences of oppression, family values systems, cultural world-view, religious beliefs, influence of colonization and Christianity; and stereotypes held by others about that particular group*. The students' presentation is integration of both the personal findings (interviews) and **outside written sources (research)** in support or contrary to your findings based on the interviews. **One group paper will be handed to the professor at the beginning of the presentation in class.**

- b) Video Role plays as part of class presentation (40 points):** Your particular group will function as an ethnic family unit. Someone will play the role of counselor. Others will play members of the family unit and must show adequate knowledge from readings, research, and interviews, of their awareness of the particular ethnic role they are playing. The role-play will be **video taped, and presented in class by the group**. Twenty (25 minutes) will be allocated for the role-play. I expect you to practice outside of class at times agreeable to your group. Feedback from peers and the instructor will follow soon after your role-play from the video. Peer grading will contribute to the over all score.

Total time allocated for each group research presentation, role play and class feedback is:

- research presentation: 50 minutes
- video role play 25 minutes
- Class feedback 25 minutes

Total 90 minutes (1 hr, 30 minutes)

3. Individual Research Paper due on (40): Due May 12th.

Choose a minority ethnic group **other than that presented by your group class presentation**. Write a research paper of 12-13 pages double spaced (I will not read more than 13pages, so limit your papers to a maximum of 13 pages), addressing and/or presenting:

- a). A brief *historical background* of ethnic groups' *traditional religio-cultural values (world view); influences or experiences of colonization and/or oppression, Christianity; and family values systems*. (Please do not choose people considered Western or Caucasians). (2-3 pgs)
- b). Address how the ethnic minority group continues to experience inequality and give examples of stereotypes, prejudices, racism, oppression, language (verbal and non-verbal) barriers in providing counseling with the particular ethnic group chosen for the paper; (2)
- c) Address how the counseling relationship is affected by the level of counselor/counselees racial /personal identity development; (2)
- d)Address
 - the question why North American Caucasian or Western theories and approaches in general are not always appropriate and relevant for some ethnic minorities in counseling, particularly with the ethnic group you have chosen;
 - and provide two theories or approaches (with some adjustments) you believe would be most appropriate for working with families in this group and be sure to state why you believe so;
 - and what cultural sensitive skills are needed in working with the ethnic group you chose? (2)
- e). How do you integrate spirituality in counseling with the specific group you chose (also read Counseling Across Cultures p.78-80, 273-287, 291-292). Specifically
 - state from your research, the importance of spirituality for this ethnic minority group and what traditional religious beliefs and Christian values that could easily be integrated into a counseling relationship;
 - and (from a Biblical perspective) what mandates are there in providing counseling to those of different culture from one's own? (3 pages)
- Â e). Finally, summarize some of the things that you have discovered about yourself in terms of strengths and the areas of development you need to work on in your engaging others in counseling cross-culturally (1).

NB: You should **not** write this paper on the ethnic minority group you presented or role-played. If you are from outside the USA, you should not choose ethnic minorities from the continent, which you come. Basically, you should **not** write on ethnic groups of European heritage (Euro-Americans, Europeans, Caucasian-Canadians, etc. or your own or those from your continent of origin).

4. **Class participation and attendance (20 points)** are expected. Your final grade will be adversely affected by lack of participation and **any** classes missed without proper excuse. 4 missed classed will automatically constitute an F

GRADING

Your final grade will be computed from the point totals associated with the above class requirements. There are **200 total points possible**. On the basis of this cumulative total, your final letter grade will be assigned as follows:

- A: 93 - 100% = 186-200 points
- A-: 90 - 93 % = 180-185 points
- B+: 87 - 89.5% = 174-179 points
- B: 83 - 86.5% = 166- 173 points
- B-: 80 - 82.5% = 160-165 points
- C+: 77 - 79.5% = 154 -159 points
- C: 73 - 76.5% = 146 -153 points
- C-: 70 - 72.5% = 140 -145 points
- D+: 67 - 69.5% = 134 - 139 points
- D: 63 - 66.5% = 126 - 133 points
- F 66 % and below = 132 points and less

CLASS SCHEDULE:

Week 1 Feb 10

Lecture: Introduction to Advanced issues Counseling Skills

-Basic issues in cross-cultural counseling

Read -Counseling the Culturally Diverse Chapter 1, 2 & 3

-Counseling Across Cultures Introduction vii-xvii

Week 2 Feb 17

Lecture: -*Barriers to Effective Multicultural Counseling*
Read Counseling the Culturally Diverse Chapters 4 & 5

Video (tentative): *Barriers to Cross Cultural Counseling*

Week 3 Feb 24

Lecture: -*White Racial Identity Development*
Read Counseling the Culturally Diverse Chapter 9

DUE: 1st EXPERIENTIAL PAPER

Week 4 March 3

Lecture: *Minority Racial and Identity development*
Read Counseling the Culturally Diverse Chapter 8
Also Counseling Across Cultures Chapter 4

CASE STUDY

Week 5 March 10

Lecture: *Cross-cultural Family Counseling and Therapy*
Read Counseling the Culturally Diverse Chapters 6

CASE STUDY

Week 6 March 17

Lecture: *Values & Ethics " Counseling Gays & Lesbians"*
Read: Counseling the Culturally Diverse Chapter 10 and 16
Also : Counseling Across Cultures Chapter 1

Week 7 March 24

Lecture: *Non-Western and Indigenous Methods of healing*
Counseling the Culturally Diverse (CCD) Chapter 7
Video (tentative): *Pederson's Model*

DUE: 2nd EXPERIENTIAL PAPER

Week 8 March 30 -April 4th

READING WEEK

Week 9 April 7th

Lecture: *Counseling in Africa*
Read -Mucherera Pastoral Care from a Third World Perspective
Video (tentative): *Journey of Man*

DUE: MUCHERERA BOOK SUMMARY

Week 10 April 14

Lecture: *Counseling African-Americans*
Read -Sue & Sue (CCD) Chapter 11

Role Play & Group Presentation 1-

Week 11 April 21

Lecture: *Counseling American Indians and Alaskan Natives*

Read -Sue & Sue (CCD) Chapter 12.
-Also Counseling Across Cultures Chapter 3

Role Play & Group Presentation 2-

DUE: 3rd EXPERIENTIAL PAPER**Week 12 April 28th****Lecture:** *Counseling Asian-Americans**Read* -Sue & Sue (CCD) *Chapter 13*-Also Counseling Across Cultures Chapter 5***Role Play & Group Presentation 3-*****Week 13 May 5****Lecture:** *Counseling Arab-Palestinians**Read* Dwairy (Cross-cultural Counseling)***Role Play & Group Presentation 4-****Video (tentative): Introduction to Islam***Week 14 May 12****Lecture:** *Counseling in Latin America Counseling/ Hispanic Americans**Read* -Sue & Sue (CCD) *Chapter 14*-Counseling American Minorities pp. 255-267***Role Play & Group Presentation 4-*****DUE: INDIVIDUAL RESEARCH PAPER****Week 15 May 18-22 : **FINALS WEEK******Professor reserves the right to make changes to the syllabus.**